



**"THE ONLY THING NECESSARY
FOR THE TRIUMPH OF EVIL
IS FOR GOOD MEN TO DO
NOTHING."**


—EDMUND BURKE



HITLER:

The Rise of Evil

GUIDE FOR EDUCATORS

Premiering Sunday May 18, 2003
9:00–11:00PM E.T. 
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 CBS

HITLER:



The Rise of Evil

SYNOPSIS

NIGHT ONE, MAY 18: HITLER: THE RISE OF EVIL

Who was Adolf Hitler? What were the experiences that shaped him? How did this deeply disturbed man rise to supreme power in such a civilized country as Germany? These questions and the answers to them are brought to dramatic life in this compelling mini-series about Hitler's early life and career. First we see Hitler's parents: his father (Ian Hogg), a stiff-necked Austrian customs official, and his mother (Stockard Channing), a sickly, indulgent homemaker.

The young Hitler dreams of becoming an artist, and after the deaths of his parents he applies to the finest art school in Vienna. Rejected not once but twice, he drifts aimlessly about the Austrian capital until he comes into his inheritance and is able to move to Munich, Germany. Soon afterward, in 1914, World War I breaks out and the 25-year-old Hitler (Robert Carlyle) finds a vocation at last when he joins the German army and is assigned to the Western front in France.

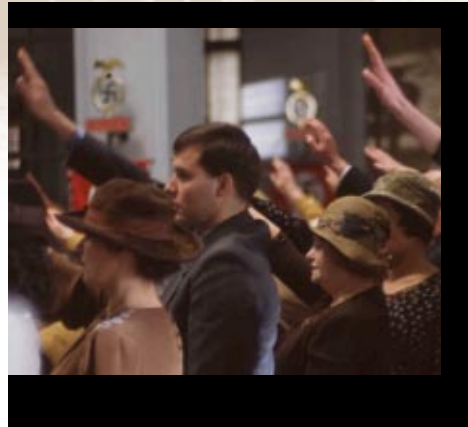
A fanatic patriot, Corporal Hitler is devastated when Germany surrenders to the Allies in November 1918. But he discovers a new vocation, as well as a gift for political oratory, when he becomes an active member of the National Socialist (or Nazi) Party, and then its leader. Postwar Germany, wracked with high unemployment and runaway inflation, is a fertile breeding ground for extremist groups such as the Nazis. Hitler's fiery speeches, in which he blames the Jews for all of Germany's problems, attract ever larger and more enthusiastic audiences.

Among Hitler's ardent new supporters are students such as Rudolf Hess (James Babson), military men such as Ernst Röhm (Peter Stormare), and wealthy socialites such as Ernst and Helene Hanfstaengl

(Liev Schreiber and Julianna Margulies). Hitler also has opponents, such as the crusading journalist Fritz Gerlich (Matthew Modine), who senses early on that the Nazis pose a serious threat to the nation. Although not as well known as the others, Fritz Gerlich, like them, was a real person, and typical of the many courageous German journalists and writers who spoke out against Hitler in the 1920s.

His confidence boosted by the cheering crowds, Hitler decides on a bold move in November 1923. He and his fellow Nazis stage a putsch, or uprising, in an attempt to seize power first in Munich and then in all of Germany. In its early hours, it looks as if the putsch will succeed. But then the Munich police and the army gain the upper hand, and Hitler, Hess, and the other Nazis are routed. Hitler flees to the home of the Hanfstaengls, where in pain from a dislocated shoulder and convinced that his revolution has failed, he puts a pistol to his head. But Helene Hanfstaengl steps in at the last moment and convinces him to

drop the weapon. Soon afterward, the police arrive at the Hanfstaengl home and Hitler is arrested. He is put on trial for treason and receives a five-year prison sentence. But when the sympathetic judge adds that the Nazi leader will be eligible for parole in a matter of months, Hitler smirks with pleasure.



NIGHT TWO, MAY 20: HITLER: THE RISE OF EVIL

Hitler uses his time in prison to write his political autobiography, *Mein Kampf* ("My Struggle"), in which he lays out his radical ideas for eliminating the Jews and acquiring more territory for Germany.

Upon his release from prison in December 1924, Hitler once more assumes leadership of the Nazi Party. At a meeting of the party faithful, he declares: "Our new policy is to win elections. Agitation is a thing of the past." In other words, there will be no more putsches. He and his followers pursue this policy rigorously in the next few years, manipulating the unstable German political situation to win more and more seats in the Reichstag, the nation's parliament.

Fritz Gerlich and other journalists expose the Nazis' underhanded tactics, but they are unable to halt the party's momentum. Hitler is less successful in his personal life, where his misplaced obsession with his niece, Geli Raubal (Jena Malone), leads to her death. Later, another young woman with whom he has become involved, Eva Braun (Zoe Telford), suffers from his coldness and inattention.

Hitler refuses to let these personal crises sway him from the political course he has staked out. His goal is to be named chancellor, the second most powerful position in the German government. Taking advantage of the social turmoil brought on by the Great Depression, Hitler and his propaganda minister, Joseph Goebbels (Justin Sallinger), maneuver the

NIGHT TWO, MAY 20: HITLER: THE RISE OF EVIL (continued)

Nazi Party to victory in one special election after another. By 1932, the Nazis hold more seats in the Reichstag than any other party. Flush with success, Hitler forces the ailing president, Field Marshal Paul von Hindenburg (Peter O'Toole), to grant him the coveted chancellorship.



Once in office, Hitler moves quickly to have his totalitarian program enacted. The suspicious burning of the Reichstag building gives him an excuse to severely curtail the civil liberties—such as freedom of speech, association, and the press—guaranteed under the German constitution. Labor unions are prohibited, opposition parties are outlawed, and the first restrictions are imposed on Germany's Jews. With no one to stop him, Hitler also decides it's time to take revenge on everyone who stood in the way of his rise to power. The victims of the dictator's purge include not only his former rivals and opponents among the Communists and Social Democrats, but also long-time supporters such as Ernst Röhm.

A special target of Hitler's fury is journalist Fritz Gerlich. First the Nazis shut down his newspaper, then he is sentenced to death at the Dachau concentration camp. But in a final letter to his wife, Gerlich delivers a message not just to her but to the German people. "Urge others to speak out," he says, "even when what they have to say is not popular. Tell them to embrace courage as a gift, and pass it on to their children!" Disillusioned by Hitler's ruthless actions, Ernst Hanfstaengl leaves Germany, but his wife, Helene, who has become one of the dictator's devoted followers, stays on.

In August 1934, President Hindenburg dies and Hitler persuades a compliant Reichstag to name him president as well as chancellor. Now, with the two key reins of government in his hands, a triumphant Hitler proclaims the start of a new era in Germany and shouts to his cheering supporters that "the thousand-year Reich has begun!"

At almost the same time, Gerlich's wife finds a package waiting for her at home. When she opens it, she sees her husband's blood-spattered glasses—the only notification she will receive that he is dead. Finally, a quotation from the great 18th-century orator Edmund Burke reminds us of Gerlich's last words and serves as a warning should other monstrous leaders like Adolf Hitler come to power in the future: *"The only thing necessary for the triumph of evil is for good men to do nothing."*

The portion of Hitler's life dramatized in *Hitler: The Rise of Evil* ends at this point. It is important to keep in mind, however, that this was just the beginning of his deadly reign. In the years that followed, Hitler annexed first Austria and then Czechoslovakia to the Third Reich and ignited the Second World War when he invaded Poland in September 1939. England and France came to Poland's defense, and the conflict soon widened to involve the rest of Europe, the Soviet Union, China, Japan, and ultimately the United States.

At Hitler's instigation the Nazis also launched the Holocaust (*see the accompanying sidebar*), in which at least six million European Jews perished. All told, more than fifty million soldiers and civilians would lose their lives before the Second World War—the war Hitler started—finally came to an end in August 1945. Hitler himself had committed suicide four months earlier, on April 30, one week before Germany surrendered to the Allies. The Third Reich, which he had predicted would last for a thousand years, came crashing down around him in less than eleven.

THE HOLOCAUST

No one knows for certain why Adolf Hitler hated the Jews. What we do know is that his murderous hatred eventually led to the deaths of many millions of people and the suffering of millions more.

Hitler's virulent anti-Semitism was already evident in his earliest speeches and in his 1923 political autobiography, *Mein Kampf*. But systematic repression of Germany's Jews began only after Hitler was named chancellor in 1933. During the next nine years, the education of young Jews was severely limited, Jewish property and businesses were confiscated by the Nazis, and Jews were excluded from the courts, the civil service, and professions such as medicine and the law. Their basic rights as citizens were stripped from them, and they were made to wear six-pointed yellow stars on their clothing as identifying marks.

When Germany annexed Austria and Czechoslovakia, and then invaded and conquered much of the rest of Europe, the Nazis' restrictive policies were imposed on the Jews living in the occupied countries. In Poland, the Jewish population was forced to move into crowded ghettos in major cities such as Warsaw and Krakow. Even more drastic measures were taken in the occupied portions of the Soviet Union, where Jews in town after town were rounded up, shot, and buried in mass graves.

But what the Nazis called "The Final Solution," and what later became known as the Holocaust, did not begin with methodical precision until after the Wannsee Conference in 1942. Concentration camps such as Auschwitz and Bergen-Belsen were built or enlarged, and Jews were transported to them from all parts of occupied Europe. At the camps, about 10 percent of the healthiest adults were assigned to work as slave labor in adjoining factories. The remaining 90 percent—the old, the ill, the young—were gassed to death in what they thought were showers, and their bodies were cremated.

The Nazis continued this policy of extermination right up to the end of World War II in Europe in the spring of 1945. The final death toll will never be known, but experts estimate that at least six million Jewish men, women, and children were killed in the Holocaust, roughly two-thirds of the Eastern European Jewish population.

TIMELINE



APRIL 20, 1889—Adolf Hitler is born in the Austrian town of Braunau on the border between Austria and Germany.

JANUARY 3, 1903—Hitler's father, Alois (who was born Schicklgruber and later took the name of Hitler) dies of a heart attack when Hitler is 13 years old.



OCTOBER 1907—Hitler fails the entrance examination of the Academy of Fine Arts in Vienna.

DECEMBER 21, 1907—Hitler's mother Klara (born Pözl), dies of breast cancer.

OCTOBER 1908—Hitler fails the Academy of Fine Arts entrance examination for the second time.

NOVEMBER 1908–APRIL 1913—Hitler lives the life of a nomad in Vienna, painting postcard scenes of the city to earn a meager living.

APRIL 20, 1913—On his 24th birthday, Hitler receives his inheritance from his father's estate. He moves shortly afterward to Munich, Germany.

AUGUST 1, 1914—Hitler cheers the news that the First World War has begun, and two days later he enlists in the German army. At the outset of the war, Germany and Austria-Hungary are lined up against Serbia and Russia, who are joined almost immediately by England and France, and eventually by Italy and the United States.



OCTOBER 1916—Hitler suffers a leg injury while serving on the Western front in France.

AUGUST 4, 1918—Hitler receives the Iron Cross for bravery as a frontline runner.

OCTOBER 14, 1918—Hitler is temporarily blinded during a mustard-gas attack.

NOVEMBER 9, 1918—Kaiser Wilhelm, the ruler of Germany, abdicates and the German Empire comes to an end. Hitler, recuperating in a military hospital, is stunned when he hears the news.

NOVEMBER 11, 1918—Germany's new Social Democratic government signs an armistice with the Allies; the First World War is over.

JUNE 28, 1919—The Treaty of Versailles is signed in France, formally ending the war. Under its terms, heavy reparation payments are imposed on Germany, generating an economic crisis that threatens the country's frail new democratic government.

MARCH 1920—Hitler receives his army discharge. Almost immediately, he becomes active in the German Workers' Party (later the National Socialist, or Nazi, Party). Soon afterward, he meets Captain Ernst Röhm, who will later form the SA (abbreviation for *Sturmabteilung*, or Storm Detachment), a private army within the Nazi Party



1921–1922—Rudolf Hess, Ernst and Helene Hanfstaengl, and Hermann Göring join Hitler's inner political and social circle. All four were drawn to Hitler's charismatic personality.

OCTOBER 1923—Inflation runs rampant in Germany, causing much suffering and political unrest. At the height of the inflation, one egg costs what thirty million eggs cost before the First World War.

NOVEMBER 8, 1923—Hitler and his Nazi followers launch the "Beer Hall Putsch" in Munich. Its goal is to seize power in the city and the rest of Bavaria, and then overthrow the weak national government in Berlin.

NOVEMBER 9, 1923—The putsch collapses. After contemplating suicide, Hitler is arrested and charged with treason.

FEBRUARY 1924—Hitler pleads guilty at his trial and is sentenced to five years in prison. But he is eligible for an early parole.

MARCH–NOVEMBER 1924—While in prison, Hitler begins work on his book *Mein Kampf* (My Struggle), which is part autobiography, part political testament. In it, he details his irrational hatred of the Jews and spells out Germany's need for more territory if it is to realize its destiny as a great nation.

DECEMBER 19, 1924—Hitler is released from prison and returns to Munich.

FEBRUARY 1925—Hitler resumes leadership of the Nazi Party and says that its new policy will be to win elections, not attempt another putsch.

SUMMER 1925—*Mein Kampf* is published and attracts many new members to the Nazi Party.

SPRING 1928—Hitler rents a country house in the Bavarian Alps and hires his half-sister, Angela Raubal, to manage it. He becomes enamored of Angela's twenty-year-old daughter, Geli.

FALL 1928—Geli Raubal comes to Munich to study and stays with Hitler.



NOVEMBER 1928—Hitler creates a new, elite group of bodyguards, the SS (abbreviation for *Schutzstaffel*, or Guard Squadron.)

OCTOBER 1929—The New York Stock Exchange (Wall Street) crashes, setting off a worldwide depression. Germany, still burdened by its debts from the First World War, is hit especially hard. That same month, Hitler meets Eva Braun, the attractive young assistant of his favorite photographer, Heinrich Hoffmann.

SEPTEMBER 1930—As Germany suffers from the Great Depression, the Nazis make major gains in an election for seats in the Reichstag, the nation's parliament.

SEPTEMBER 18, 1931—Geli Raubal is found dead in Hitler's Munich apartment.

MARCH 20, 1932—Hitler runs for president of Germany against the incumbent, Field Marshal Paul von Hindenburg. Hitler loses, but has more than a third of the vote, making him a figure to contend with on the German political scene.

JULY 31, 1932—The Nazis win more seats in the Reichstag than any other party. Hitler demands that he be named chancellor, the second most powerful position in the government.



JANUARY 30, 1933—Hitler is sworn in as chancellor after President Hindenburg gives in to heavy pressure from Franz von Papen and other influential figures.

FEBRUARY 27, 1933—The Reichstag building goes up in flames. A young Dutch Communist is accused of setting the fire. The Nazi-controlled Reichstag grants Hitler emergency powers to protect the nation from a presumed Communist uprising, and most of the civil liberties guaranteed under Germany's constitution are suspended.

JUNE 30–JULY 1, 1934—Hitler purges many of his rivals and enemies, and also a number of his longtime colleagues, including Ernst Röhm. This systematic slaughter is often called "The Night of the Long Knives."

AUGUST 2, 1934—President Hindenburg dies. The offices of president and chancellor are combined, and Adolf Hitler assumes both positions. Now he is the undisputed ruler of Germany and can embark on the evil course he first laid out in *Mein Kampf*: to remove the Jews from Europe and make Germany the master of the continent, if not the world.

HITLER: THE RISE OF EVIL

BACKGROUND INFORMATION

SPECIAL ANNIVERSARY DATES

60TH ANNIVERSARY OF THE WARSAW UPRISING

April 29 is this year's Day of Remembrance, a day set aside by the U.S. Congress to honor the victims of the Holocaust. It commemorates the Warsaw Ghetto uprising, which occurred 60 years ago, in 1943.

April 29 is also the 10th anniversary of the opening of the United States Holocaust Memorial Museum in Washington, D.C. The museum observes its "Days of Remembrance" from Sunday, April 27, through Sunday, May 4. See <http://www.ushmm.org> for details.

NAMES TO KNOW

ALOIS AND KLARA HITLER—Hitler's parents, who were often described as authoritative (Alois) and extremely doting (Klara). Alois and Klara frequently called each other "niece" and "uncle" because of their age difference; their actual blood relationship was that of second cousins.

ANGELA RAUBAL—half-sister of Adolf Hitler.

ERNST RÖHM—admirer of Hitler and leader of the SA (*Sturmabteilung* or Storm Detachment), colloquially known as the Brownshirts.

FRITZ GERLICH—the voice of reason in *Hitler: The Rise of Evil* and an actual correspondent for the newspaper *Der Gerade Weg* (The Straight Path).

HERMANN GÖRING—early leader in the Nazi Party and later appointed by Hitler to head the Luftwaffe (German Air Force).

EVA BRAUN—assistant to Heinrich Hoffmann, Hitler's photographer. In 1945, Hitler married Braun two days before they committed suicide together at the end of the war in Europe.

GELI RAUBAL—the daughter of Hitler's half-sister, Angela.

RUDOLF HESS—early admirer of Hitler. He was considered Hitler's closest political associate.

ERNST (PUTZI) HANFSTAENGL—Harvard-educated German publisher known for his engaging personality; part of a coterie of wealthy industrialists who were early supporters of Hitler for their own economic and personal advancement.



HELENE HANFSTAENGL—wife of Ernst Hanfstaengl; she was enamored of Hitler.

HEINRICH HOFFMANN—Hitler's official photographer.

VOCABULARY

ENABLING ACT—legislation passed by the Reichstag in March 1933, giving Hitler broad governing powers. Following Hindenburg's death, it allowed Hitler, who was already chancellor, to become president as well.

NOVEMBER CRIMINALS—the term Hitler used to describe German leaders whose surrender to the Allies in November 1918 led to the punitive terms of the Treaty of Versailles.

FÜHRER—German word for leader.

INFLATION—increase in cost without added value.

MEIN KAMPF (MY STRUGGLE)—a somewhat autobiographical work by Hitler, published in 1925, in which he lays out his political ideology, including his anti-Semitic philosophy.

NAZI—the shortened name of the National Socialist German Workers' Party; the Nazis' strategy was to gain power through elections.

FREE CORPS—German veterans of the First World War whose services were purchased by wealthy Germans. Some of them became part of the SA (*Sturmabteilung*) or Brownshirts.

MARXISTS OR COMMUNISTS—adherents of the collectivist political philosophy of Karl Marx (1818–1883); German Communists in Munich regularly brawled with Nazis before 1923.

SA (STURMABTEILUNG)—or Brownshirts, the paramilitary arm of the Nazi Party.

WEIMAR REPUBLIC—the government established in Germany following the Treaty of Versailles, which lasted until the death of President Hindenburg and Hitler's consolidation of power.

GRADES: 9–12

The Parental Information Guideline Labels are **TV14-LV** for May 18, Night One, and **TV14-V** for May 20, Night Two.

CURRICULUM AREAS:

Social studies, law studies, history, English, language arts, and media literacy

EDUCATIONAL OBJECTIVES

- To learn how charismatic individuals can capture the imaginations of a wide spectrum of people during uncertain times.
- To understand the consequences when democratic traditions are challenged and nations become vulnerable in the face of social, political, and economic instability.
- To understand that the laws of a nation are upheld only through an enlightened and engaged citizenry.
- To understand the complexities of portraying historical events through the medium of film and television.

THE TREATY OF VERSAILLES—the agreement that ended World War I. Hitler used the harsh terms of the treaty for purposes of propaganda.

REICHSTAG—the German parliament.

PUTSCH—a German word meaning "thrust," signifying an attempted forcible takeover of a government (a coup d'état).

PLACES

BÜRGERBRÄUKELLER—a large beer hall in Munich where Hitler gave rousing speeches.

HOFBRÄUHAUS—a famous German beer hall in Munich that was also the site of Hitler speeches.

MUNICH—the capital city of Bavaria.

BAVARIA—the largest German state.

EVENTS

BEER HALL PUTSCH—the attempted overthrow of the government in Munich by Hitler and the Nazis in 1923.

NIGHT OF THE LONG KNIVES—the night (June 30–July 1, 1934) on which the Hitler-ordered murders of his political enemies—and allies, including Ernst Röhm—took place.

REICHSTAG FIRE—the event Hitler used to consolidate his power in early 1933.

NOTE TO TEACHERS: Technology is a thread that runs through the activities contained in this guide. When assigning Internet searches on the topic of the Holocaust, exercise caution, as many neo-Nazi and Skinhead Web sites will appear in the search results. Some of these sites are extremely graphic and virulent in both text and visuals.

As an alternative to searching the entire Web, teachers may wish to direct their students to the United States Holocaust Memorial Museum's Web site: <http://www.ushmm.org>, which contains an internal search engine. All other Web sites associated with this curriculum guide are sponsored by recognized national and/or international organizations and are therefore safe and appropriate research tools for high-school students.

BACKGROUND ACTIVITIES

■ Check for prior knowledge: Place students in groups or pairs and ask them to brainstorm and then construct a concept map that illustrates Hitler's rise to power. Later, ask students to check their map against these sections of the guide: Vocabulary, Names to Know, and Events.

■ Consult the Timeline to familiarize students with key dates. Ask students to research a few of these key events and explore at what points Hitler's quest for power could have been stopped. *Example: When Hitler was arrested and tried for treason after the Beer Hall Putsch, the judge sentenced him to five years in prison; however, he served less than a year. Without Hitler's leadership, it is doubtful that the Nazi Party would have recovered enough strength to pose a threat.*

■ Discussion activities are especially appropriate for both large-group and small-group discussion. For more dynamic classroom discussions, go to these Web sites and create your own discussion rubric:

<http://www.teach-nology.com>

<http://rubistar.4teachers.org/>

■ Ask students to conduct a keyword search on the term **anti-Semitism**, on the guide's suggested Internet sites. Determine how anti-Semitism was transformed from a religious hatred of Jews to a racial hatred. Teachers may want to supplement this activity by reviewing the Anti-Defamation League's *An Abridged History of Anti-Semitism*, which can be found at:

http://www.adl.org/education/holocaust/holocaust_history.asp.

This activity is especially important because it shows how Europeans in general (not just Germans) were disposed for centuries to have negative impressions of Jews, thus making it possible for Hitler to manipulate these attitudes for political gain.

Research Advisory: Students must be forewarned that, when they search anti-Semitism sites, other than the ones listed, they will likely come across hate sites.

SOCIAL SCIENCES, LAW STUDIES AND HISTORY— STUDENT ACTIVITIES

■ Visit the Holocaust Web site at the University of South Florida, click on the "Resource" button and find the link to "Maps." Print out one or all four blank maps of Europe before Hitler's consoli-

dation of power in 1934. Using colored pencils, create a legend and color-code each map.

<http://fcit.coedu.usf.edu/holocaust/resource/gallery/maps.htm>

Teachers: If students do not have access to a computer and printer, you can print out any of these black-line masters and reproduce them for your class.

■ Compare and contrast a parliamentary system of government with the United States' two-party system. After viewing the mini-series, write one to two pages outlining how Weimar Germany's parliamentary system of government aided the Nazi Party in achieving power.

■ The Nazis and the Communists each had separate reasons to burn down the Reichstag. Working in small groups, research the event. Each group will then assume the role of state prosecutor and prepare a trifold poster describing the charges against the individual or group it believes to be responsible.

■ Visit the University of South Florida Web site and review the Nazi Party platform written in the mid-1920s. Examine party platform plank #4.

<http://fcit.coedu.usf.edu/holocaust/resource/document/PROGRAM.htm>

■ Use the following Web sites to explore primary documents of the Holocaust. Select five primary documents and develop an annotated list that describes each document and what it explains about one of the themes of the Holocaust, such as the rise of the Nazi Party, Adolf Hitler, Jewish communities, Nazi law, etc.

<http://fcit.coedu.usf.edu/holocaust/resource/document/document.htm>

<http://www.yadvashem.org/Odot/prog/index>

<http://www.yale.edu/lawweb/avalon/avalon.htm>

ENGLISH AND LANGUAGE ARTS— STUDENT ACTIVITIES

■ **Sycophants** are individuals who seek to ingratiate themselves with those who are wealthy or wield power. A related term is "yes men." Select one character portrayed in the mini-series and write one to two pages describing how this character fits the definition.

■ Numerous books describing the Holocaust have categorized the historical actors (those who lived at the time) as "perpetrators, bystanders, and rescuers/resisters." After viewing the mini-series, use the Names to Know section of the

guide to place each character into one of these categories and give a rationale for your designations.

■ Visit one or two of the following Web sites and click on the links to oral histories or testimonies. Hold a classroom debate on whether or not oral accounts of a historical event should be considered as "truthful" as written histories.

<http://fcit.coedu.usf.edu/holocaust/resource>

<http://www.yadvashem.org>.

■ The history of the Holocaust contains many ironies and paradoxes.

After viewing the mini-series, list and explain those events that you believe constitute a situational irony or paradox. For example, Hitler and other Nazi officials loved and cared for their animals, yet constructed a political platform that included the hatred of certain groups of people.

Irony: an outcome of events contrary to what was or might have been intended or expected.

Paradox: a statement or proposition seemingly self-contradictory or absurd.

MEDIA LITERACY— STUDENT ACTIVITIES

■ Hitler was a master of political propaganda and was always sensitive to imagery. His fiery appeal is captured in propaganda posters dating back to the early 1920s. Search Calvin College's collection of Nazi propaganda posters. Notice that a 1921 poster is colored red. In 1925, in *Mein Kampf*, Hitler wrote, "We chose red for our posters, since it is vivid and was the color that most aroused our opponents. It forced them to notice and remember us." Compare and contrast at least three Nazi Party propaganda posters created in the early 1920s.

<http://www.calvin.edu/academic/cas/gpa/posters1.htm>

■ Conduct an Internet search for collections of testimony from both ordinary Germans and Holocaust survivors.

■ POV in a screenplay stands for "point of view." View the mini-series *Hitler: The Rise of Evil* and select one scene that was especially powerful, moving, or engaging. Assume the role of DP (director of photography) and explain how you would shoot this scene differently, describing your POV.

■ Search Northwestern University's wartime propaganda-poster collection. Discuss in class the purpose of government-sponsored propaganda. Analyze the U.S. government's propaganda during World War II in terms of visual appeal and message.

<http://www.library.northwestern.edu/govpub/collections/wwii-posters>

■ Dialogue is defined as "conversation between characters in a novel or drama." Select one scene from the mini-series and rewrite the dialogue. Give a written rationale outlining what the scene is supposed to accomplish (what understanding the viewers should have) or what the scene's POV is supposed to be.

MEDIA LITERACY— DISCUSSION QUESTIONS

■ In order for students to understand how one's world-view or perspective is shaped, ask them—individually, in pairs, in groups, or as a unit—to create a list of factors that they believe help to form an individual's outlook. After viewing the mini-series, have students discuss its portrayal of Hitler and decide what factors in the film contributed to shaping his world perspective. Compare and contrast the pre- and post-viewing lists.

■ Discuss the role of journalism in a free society. To what extent does the mini-series engage the issue of freedom of the press? Ask students to predict what will occur, in terms of access to unbiased information, after Hitler consolidates his power.

■ How do the filmmakers use music throughout the production?

■ Is the use of flashbacks an effective visual tool? For what purpose or purposes would a director or screenwriter employ flashbacks?

■ Is there an art to casting actors and actresses? Recast the mini-series and discuss how the characters and roles might have changed.

■ Discuss the use of sound to convey feelings and attitudes. In which scenes is a sense of doom or a portent of evil communicated through the use of special music or sound?

SOCIAL SCIENCE, LAW STUDIES, AND HISTORY— DISCUSSION QUESTIONS

■ German journalist Fritz Gerlich represents the voice of reason. Why would someone such as Gerlich take on that level of responsibility during uncertain and dangerous times? What did he stand to lose?

■ To what extent did Hitler fit the definition of an opportunist?

Opportunist: an individual who adapts his/her actions to the circumstances of the moment.

■ Discuss in what ways Hitler represents a charismatic but dangerous leader.

■ In what ways did the Treaty of Versailles contribute to the rise of radical political parties in Germany during the 1920s?

■ Discuss the runaway inflation in Germany during the 1920s. Does the film portrayal of this severe economic condition reflect the historical account? Based on information in the film, what historical, social, economic, and

political conditions existed in Weimar Germany that opened the door for Hitler and his radical Nazi party?

■ What kinds of relationships did Hitler have with women? How do societies transmit cultural values about the role of women?

■ How did Hitler achieve the position of chancellor? When President Hindenburg died, Hitler combined his role as chancellor with that of the former president. Find out how Hitler sought to gain approval for this action, and then discuss whether he acquired power by legal or illegal means.

■ Hitler is considered to be one of the first politicians to exploit film for his own political purposes. In the mini-series we are introduced to Hitler's photographer, Heinrich Hoffmann. Discuss how the advent of film has changed the nature of politics over time.

ENGLISH AND LANGUAGE ARTS— DISCUSSION QUESTIONS

■ Dublin-born statesman Edmund Burke (1729-1797) championed many human-rights causes as a member of the British Parliament, including advocating conciliation toward the American colonists. The epigraph of *Hitler: The Rise of Evil* is attributed to Burke: "The only thing necessary for the triumph of evil is for good men to do nothing." How does this quotation relate to the events of the mini-series?

■ How did Geli's death affect Hitler?

■ In the mini-series, Angela, Hitler's half-sister, attempts to warn Eva Braun of Hitler's deadly charms by showing her Geli's bedroom, which Hitler has converted into a veritable shrine. Eva then orders Angela to leave the Obersalzberg and Hitler's home by morning. In historical accounts, it is Hitler who orders Angela to leave. Discuss this use of dramatic license (the director/producer's decision to create a scene that does not necessarily match the historical account).

■ We often use words or terms such as "scapegoat," to describe or depict complex ideas or situations. Whom or what besides the Jews does Hitler use as a political scapegoat?

Scapegoat: someone who is blamed for something that he or she did not actually do.

■ In the mini-series, Gerlich holds a seed in one hand and a clump of dirt in the other. Discuss what this scene represents in terms of Gerlich's future and the future of the other historical figures.

NATIONAL CURRICULUM STANDARDS

Hitler: The Rise of Evil, when used with this guide, addresses themes developed by the National Council for the Social Studies Curriculum Standards.

Time, Continuity, and Change: Examine the relationship of the past to the present and extrapolate into the future.

Individual Development and Identity: Examine how personal identity and behaviors are shaped by culture and by institutional influences.

Culture and Cultural Diversity: Comprehend multiple perspectives of diverse cultural groups within society.

Power, Authority, and Governance: Explore the ideals that form public policy and governance.

Production, Distribution, and Consumption: Analyze economic issues and apply economic knowledge to societal conditions.

Civic Ideals and Practices: Examine civic ideals and practices across time and in diverse societies.

Visit <http://www.ncss.org/standards/home.html> for more information.

NATIONAL CURRICULUM STANDARDS FOR ENGLISH/LANGUAGE ARTS

Hitler: The Rise of Evil, when used with this guide, illuminates the following standards developed by the National Council of Teachers of English and by the International Reading Association. Students are expected to:

■ Read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, while achieving personal fulfillment.

■ Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

■ Employ a variety of writing methods to analyze and critique media and literature.

■ Use a range of strategies to write and communicate with different audiences for a variety of purposes.

■ Apply spoken, written, and visual language to express their ideas and to aid in their development as knowledgeable, reflective, creative and critical members of society.

■ Conduct research on issues and learn to gather information via technological and informational resources.

■ Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Visit <http://www.ncte.org/standards> for more information.

NATIONAL STANDARDS FOR MEDIA LITERACY

Viewing *Hitler: The Rise of Evil* and using this guide can help students understand the two main standards for media literacy developed by the Mid-Continental Research for Education and Learning.

Viewing: Understand and interpret visual media, and the variety of conventions used to convey messages.

Media: Understand the characteristics and components of the media and how they affect the messages they convey. Students evaluate the many conventions used in production in order to intelligently access those messages.

Visit <http://www.mcrel.org/standards> for more information.

DRAMATIC PROVENANCE

ALLIANCE ATLANTIS, the producer of the mini-series *Hitler: The Rise of Evil*, has made a commitment to educating viewers by means of historical drama. The production company is known for its compelling presentations of historical events, such as the Emmy Award-winning *Joan of Arc*. This mini-series, based on the extraordinary life of a French peasant girl in the 1400s, was also produced for CBS, and won the 1999 Television Critics Award for Best Movie, Mini-Series or Special. KIDSNET produced a study guide for *Joan of Arc*, which can be found at <http://www.kidsnet.org>.

Hitler: The Rise of Evil is the latest achievement of ALLIANCE ATLANTIS Entertainment Group, and reflects the company's long-standing dedication to serious and scholarly programs dealing with the Holocaust and related themes. Other titles of note are *Sunshine* and *Prisoner of Paradise*. *Sunshine*, a feature film nominated for three Golden Globe Awards, catalogs the trajectory of several generations of a Hungarian Jewish family and stars Ralph Fiennes. *Prisoner of Paradise*, nominated for this year's Academy Award for Best Feature-Length Documentary, depicts the true story of Kurt Gerron, a German Jew forced to write and direct a propaganda film about Hitler; Gerron was killed at Auschwitz after the film was made.

Haven, another CBS mini-series produced by ALLIANCE ATLANTIS, won the 2001 Humanitas Award for conveying values that "most enrich the human person." The mini-series, nominated for three Emmys, is based on the thought-provoking memoir by Ruth Gruber. It chronicles Gruber's assignment during World War II to help escort more than 900 Holocaust refugees from Italy to a safe haven in Oswego, New York. The KIDSNET *Haven* Guide for educators is available at <http://www.kidsnet.org/cbs/haven/>.

TEACHING WITH

HITLER: THE RISE OF EVIL

CLASSROOM RESOURCES



BOOKS

Dawidowicz, Lucy S. *The War Against the Jews, 1933-1945*. New York: Holt, Rinehart and Winston, 1975.

Fest, Joachim C. *Hitler*. Translated by Richard and Clara Winston. San Diego, London, New York: Harcourt Brace Jovanovich, 1974.

Giblin, James Cross. *The Life and Death of Adolf Hitler*. New York: Clarion Books, 2002. A full biography for ages 10 and up. Winner of the 2003 American Library Association's Robert F. Sibert Award for the Most Outstanding Informational Children's Book.

Goebbels, Joseph, and Max Arthur. *Adolf Hitler: A Chilling Tale of Propaganda*. Naples, Florida: Trident Press, 1999. This is a reproduction of a book published by the Nazi propaganda machine in 1936 to win support for Hitler in his own country. It is a series of essays by leading Nazis on the greatness of their leader.

Haffner, Sebastian. *The Meaning of Hitler*. Translated by Edward Osers. Cambridge, Massachusetts: Harvard University Press, 1979.

Hitler, Adolf. *Mein Kampf (My Struggle)*. Translated by Ralph Manheim. Boston and New York: Houghton Mifflin, 1943. Hitler's autobiography, written in prison, reveals his feelings as a youth, but students should verify statements against other sources, as Hitler often altered or omitted facts that conflicted with his beliefs.

Kershaw, Ian. *Hitler: 1889-1936: Hubris*. New York and London: W. W. Norton & Company, 1999.

Kershaw, Ian. *Hitler: 1936-1945: Nemesis*. New York and London: W. W. Norton & Company, 2000. Kershaw's two-volume biography is the one of the most detailed and in-depth studies of Hitler.

Riley, Karen L. "The Holocaust and the Social Studies Classroom: The Politics of Understanding," in *Historical Empathy*, O. L. Davis, Jr., Elizabeth A. Yeager, and Stuart Foster, eds. Boulder, Colorado: Rowan and Littlefield, 2001. This article is a critical review of Holocaust curricula. It illuminates issues that involve the politics of truth and "ownership" of historical narratives.

Rosenbaum, Ron. *Explaining Hitler: The Search for the Origins of His Evil*. New York: Random House, 1998.

Shirer, William L. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. New York: Simon and Schuster, 1960.

Speer, Albert. *Inside the Third Reich: Memories*. Translated by Richard and Clara Winston. New York: Macmillan, 1970.

Toland, John. *Adolf Hitler*. Garden City, New York: Doubleday, 1976. A broad-ranging biography, with many first-person interviews.

RESOURCES, continued on page 9

ALLIANCE ATLANTIS, the producer of *Hitler: The Rise of Evil*, has generously agreed to extend the fair-use taping rights for one full year from the date of broadcast. After that time, look for information on the availability of the program for purchase on video or DVD by checking <http://www.CBS.com> or <http://www.kidsnet.org>. Teachers may tape the production and use it in the classroom until May 2004.

WEB SITES

United States Holocaust Memorial Museum

The museum is the country's national institution for the documentation and study of Holocaust history, and serves as a memorial to the millions of people killed in this unprecedented human tragedy.

<http://www.ushmm.org>

Yad Vashem: The Holocaust Martyrs' and Heroes' Remembrance Authority

Yad Vashem's task is to perpetuate the legacy of the Holocaust to future generations so that the world never forgets the horrors and cruelty of the Holocaust.

<http://www.yadvashem.org>

Nizkor Project

This project monitors and refutes the claims of Holocaust deniers. The site provides links to research guides, organizations, Holocaust camps, and Nuremberg trial details.

<http://www.nizkor.org>

A Teacher's Guide to the Holocaust

This site offers an overview of the people and events of the Holocaust. Extensive teacher resources are included.

<http://fcit.coedu.usf.edu/holocaust/>

Survivors of the Shoah Visual History Foundation

Director Steven Spielberg established this foundation in 1994 after filming *Schindler's List*. Its mission: to chronicle the firsthand accounts of Holocaust survivors and eyewitnesses, liberators and rescuers.

<http://www.vhf.org>

Memoirs of Holocaust Survivors in Canada

This project originated in the early 1990s when faculty members of the Canadian Jewish Studies Department of Concordia at the University of Montreal, set out to collect unpublished memoirs of Holocaust survivors in Canada.

<http://www.huc.edu/aja/memoirs.htm>

The Freeman Family Foundation Holocaust Education Centre

This Canadian site offers a very important message: "Heed Thy Past to Save Thy Future." The Centre is widely used throughout the year by March of the Living participants, the Asper Foundation Holocaust Studies Program and educators.

<http://www.jhwc.org/asperhsp.htm>

Anti-Defamation League

The mission of the ADL is to expose and combat the purveyors of hatred and defamation of the Jewish people, by appeals to reason and conscience, and if necessary, by appeals to law. Its ultimate purpose is to secure justice for and fair treatment of all citizens.

<http://www.adl.org/education/holocaust/>

Facing History and Ourselves

This is a non-profit resource that enables educators to help students examine issues of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of collective violence, students can make the essential connections between history and the moral decisions they make in their daily lives.

<http://www.facinghistory.org>

VIDEOS

America and the Holocaust, PBS. This episode of *The American Experience* portrays the social and political factors that shaped the U.S. response to the Holocaust, from 1938 to 1945.

<http://www.pbs.org>

Blind Spot: Hitler's Secretary, Sony Pictures Classics. Traudl Junge was one of Hitler's personal secretaries from 1942 to 1945. She recounts her experiences for the first time on camera in this riveting documentary.

<http://www.sonyclassics.com/blindspot>

Eva Braun: Love and Death, Biography. This documentary contains home movie footage shot by Eva Braun, and chronicles her life (and death) with Hitler.

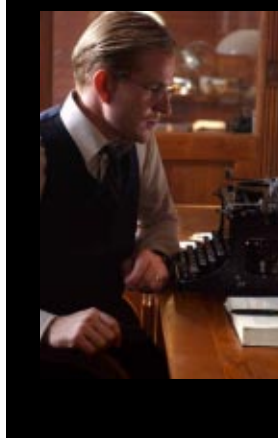
<http://store.aetv.com>

Haven, CBS. This mini-series is based on the non-fiction book by Ruth Gruber, who in 1944 escorted over 900 Holocaust refugees from Italy to a safe haven created for them by President Roosevelt in Oswego, New York. KIDSNET-produced study guide available at:

<http://www.kidsnet.org/haven>.

The Rise and Fall of Adolf Hitler, A&E. This six-volume set includes footage of Hitler's speeches that captivated a demoralized Germany.

<http://store.aetv.com>



Triumph des Willens (Triumph of the Will)

Leni Riefenstahl's film of the Nazi Party Congress

of 1934 is a powerful combination of documentary and propaganda. Available through major book and video suppliers.

The Wave. Ron Jones formed his own "Reich" in order to explore themes of individualism and conformity in his classroom.

<http://www.socialstudies.com>

The World at War. This classic set of episodes of historical footage from World War II features images from the Imperial War Museum, London, and biographies of seventeen leading figures of the war. Available through major book and video suppliers.

"Hitler: The Rise of Evil" Guide for Educators

was produced for CBS by KIDSNET, and edited by Peg Kolm. James Cross Giblin wrote the synopsis and provided historical research. Curriculum materials were developed by Karen L. Riley, Ph.D. The design and layout of this guide were done by the graphic design firm Eddins Madison Creative, Alexandria, Virginia

KIDSNET's mission is to extend the educational value of radio, television and cable for children in preschool through high school. The KIDSNET website, at <http://www.kidsnet.org> contains Media Guide listings, Media Alerts, and other information about educational programming.

This KIDSNET *Guide for Educators* is available at

<http://www.kidsnet.org/cbs/riseofevil> or
<http://www.cbs.com/kidsnet>

CBS has a dedicated website, <http://www.cbs.com/riseofevil> which has video clips, historical photos, and recordings of veteran CBS war correspondent Edward R. Murrow.

This guide will be permanently archived at <http://www.kidsnet.org/cbs/riseofevil>